

The Great Howarth Gazette

Young Lives. **Bright Futures.**

Issue 2 – Spring Half Term 1



Dear Parents, Guardians, Students, and Staff

I hope this newsletter finds you well and as we transition from the Christmas, New Year, the dark mornings and the miserable afternoons to the midpoint of the academic year, I wanted to take a moment to touch base with you and share some updates from Great Howarth.

Firstly, I want to extend my gratitude to each of you for your continued support and cooperation throughout the school year so far. Your involvement and partnership are invaluable, and they contribute significantly to the success of our students.

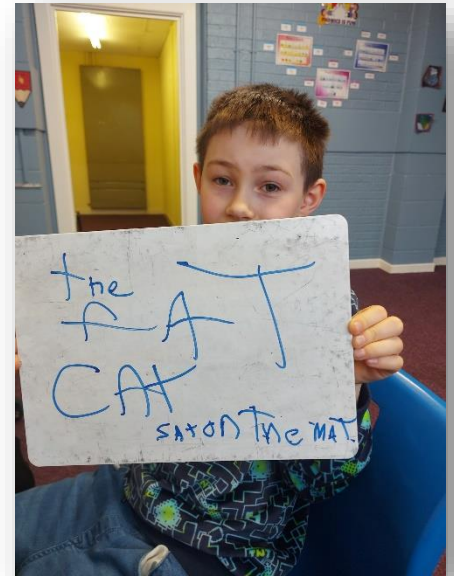
The half term between Christmas and February always seems to pass by in the blink of an eye, doesn't it? It's a time for our pupils to recharge their batteries, catch up on some rest, and enjoy a bit of downtime with you. I hope you all have the opportunity to engage in activities that you enjoy, whether it's outdoor adventures, sports and activities, or simply relaxing at home.

Here at Great Howarth, we are busy planning and preparing for the second half of the term. Our dedicated staff have been hard at work developing engaging lessons, organising extracurricular activities, and creating a positive learning environment for all pupils. As always, our primary focus remains on providing a high-quality education that meets the needs of every young person.

As we move forward into the remainder of the term, I encourage you to stay connected with us. Whether you have questions, concerns, or simply want to share your feedback, please don't hesitate to reach out. Your input is invaluable, and we're always here to support you and your child in any way we can.

Thank you once again for your ongoing support, and here's to a successful and fulfilling second half of the term ahead!

Gavin Hosford, Headteacher



Phonics

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

At Great Howarth we teach children to blend the sounds of letters together helping them to decode unfamiliar or unknown words by sounding them out. For example, when a child is taught the sounds for the letters t, p, a and s, they can start to build up the words: "tap", "taps", "pat", "pats" and "sat".



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Science

Our primary pupils have been developing their practical skills in preparation for them beginning to do experiments in the near future.



Next half term, our Key Stage 4 pupils are moving on to the Forensics Unit and Key Stage 3 will start to look at forces and motion. This will give all of our secondary pupils the opportunity get involved with a number of exciting practical lessons and they will all learn new scientific concepts such as collecting and analysing evidence.

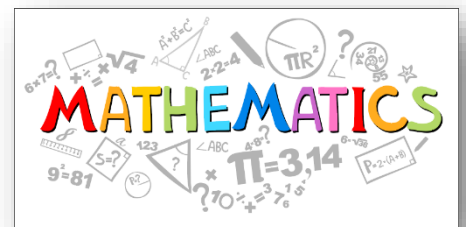
It will further allow them to see that *not everything is as you think or would expect* which is why we have to investigate and have data before drawing any conclusions within science.



Maths

After the half term break Key Stage 3 pupils will be moving onto work involving equations, inequalities and number sequences.

Key Stage 4 students will be finishing transformations after half term before moving onto work involving studying sample spaces and probability. All students at Key Stages 3 and 4 will also be continuing to progress with their Functional Skills.



Finally, Key Stage 5 will continue to prepare for A-level by studying a variety of revision topics such as differentiation, integration, exponentials and kinematics.



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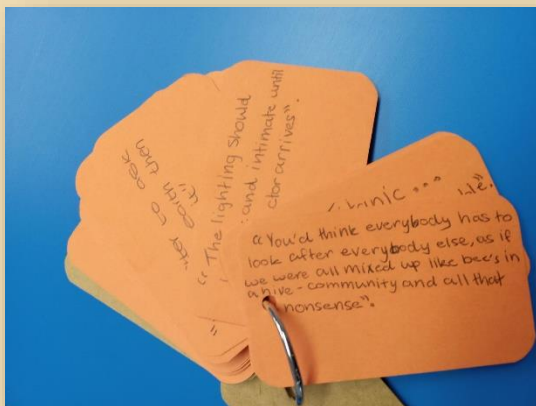


English

This half term Key Stage 3 have been busy completing their reading intervention programme, 'Game Changers' and are currently exploring how reading can help you through tough times. Alongside this, they are studying the novel 'Holes' by Louis Sachar.

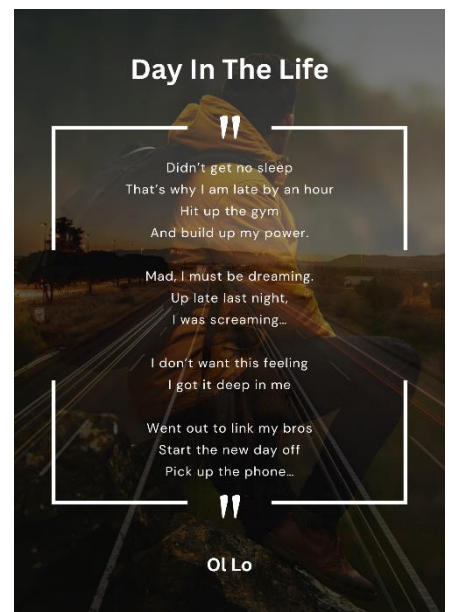
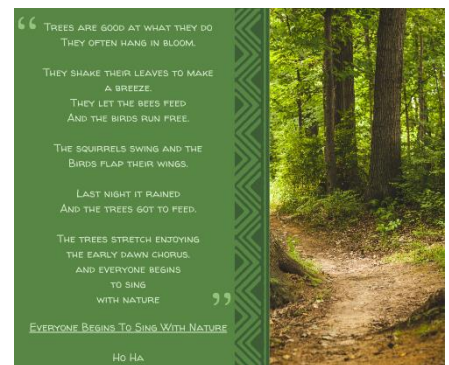
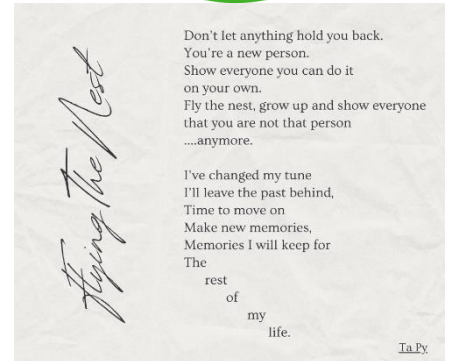
Key Stage 4 pupils are preparing for their Functional Skills exams in March. Some really good progress has been made with lots of excellent scores in their recent mock exams.

Key Stage 5 are preparing for the GCSE in English Literature in June this year. This is an incredibly challenging GCSE in which our young people have to learn 16 poems! Key Stage 5 are showing a great deal of dedication and independence by making their own revision cards and doing lots of preparation at home.



As a school, we have noticed that spelling is an area of need for our learners. Consequently, we have invested in a Key Stage 3 (and above) phonics scheme to help our older learners fill gaps in their previous learning and develop their spelling, reading and writing.

We now have a team of dedicated 'Phonics Champions' amongst our staff and we are excited about rolling out a whole school phonics programme after half term.



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Experiential Learning & Enrichment

Why do we take our pupils to learn outside the classroom? Simply put, we do it to support the process of learning by doing. Experiential learning uses experiences to improve the learning process. This method of 'education from experience' helps our students gain knowledge by using a more hands-on approach. By actively participating in what it is they are learning about.

Instead of simply sitting in a classroom, students learn more quickly by doing something. Using walking as an example, a baby learns to walk by simply getting up and trying. Their experience of falling and taking successful steps leads to an understanding of what works and what doesn't, allowing them to learn how to avoid falling over.



The experiences in the learning process create a sense of relevance. Instead of sitting in a classroom listening to a teacher, students' minds are engaged when they are actively participating. Participating offers real-world experiences, so they see the information in context with society.

Preparation for Adulthood

Instead of entering the workforce with only experienced learning, students are better prepared to face their careers with practical experience. That also helps them discover whether their career goals make sense based on their experiences.



If young people participate in real-life situations, they develop skills and nurture their passions, allowing them to make better decisions regarding their career aspirations. As a result, they have a defined path that will enable them to pursue their goals when they leave school, whether furthering their education, or pursuing their chosen career.



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POETRY BY HEART

Poetry by Heart is a national poetry speaking competition for schools and colleges, open to all pupils in key stages 2 to 5. Taking part in Poetry By Heart is all about developing confidence with poetry in an enjoyable, accessible and engaging way.

Renowned poet, Oliver James Lomax, came into Great Howarth on Thursday 25th January to deliver the first of two poetry workshops.



Oliver is employed by Poetry By Heart and The Poetry Society to work with children from disadvantaged backgrounds, and promote poetry with them.

The work Oliver does is part of a national competition that culminates in a final at the Globe Theatre in London.

The workshops involved poetry games, a rap battle, reading poetry aloud and writing poetry. The pupils engaged really well with all aspects of the day and produced some really amazing pieces of poetry.



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Great Howarth School Office Contact Number:

01706 631 804

Rachel Williams – Admin Officer

Lucy Whelan – Admin Assistant



This is the number to contact for any student absences, and of course any queries you may have.

Dates for the diary

Last Day of Spring Half Term 1

Friday 16th February 2024

First Day of Spring Half Term 2

Monday 26th February 2024

Last Day of Spring Half Term 2

Thursday 28th March 2024



Vision & Values

Our tailored curriculum offers a comprehensive range of enriching educational experiences, empowering young people to develop essential life skills, enhancing their overall quality of life, and increasing future opportunities



NURTURING

We are a happy, safe and inclusive learning environment where all pupils' needs are met, where progress, achievements and success are recognised and celebrated.

HOLISTIC

We use a strength-based framework to create a holistic profile of the child and their needs.



PERSONALISED

We provide a wide range of personalised learning experiences, which are both exciting and challenging which includes both vocational education and wellbeing programmes

PUPIL VOICE

We listen to, and respect pupil voice and their contributions whilst using a child centred approach.



STAFF TRAINING

We provide all of our staff with training and development opportunities to enable effective practice

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